

Expanding a Movement: A Case Study of the Compton Farm to School Project

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Executive Summary

This study explores in-depth the steps taken during implementation of the first stages of the Compton Farm to School Project. The Compton Farm to School Project is placed in the context of the rapidly expanding Farm to School Movement, which has spread to a diverse range of school districts throughout the country. The study serves as guide for future farm to school project efforts and has significance for anyone interested in providing for the health of our children and the sustainability of our nation's family farmers.

Of all occupations in America, farmi

Farm to School Project has not benefited from all of the circumstances that have characterized several farm to school programs initiated at an earlier stage of the farm to school movement; however the project's success illustrates that barriers can be overcome with the commitment, motivation, and problem solving abilities of project leaders.

Implementing a farm to school project is a highly complex and multifaceted process. Barriers to farm to school include the culture and expectations of food service

3. Phase Two

Conduct an outreach and marketing campaign

Forge partnerships with local farm organizations and farmers' markets

Create opportunities for student education and leadership

Address staff training and other final preparations

Lessons learned from the Compton Farm to School Project that can guide future efforts include:

Support and leadership must come from the district, the food service department, schools, teachers, community members, farmers, and farmer organizations.

Food services must adopt a farm to school philosophy. The food service director's commitment and motivation has a large impact on the success of a project.

Direct communication and a strong working relationship must be established between the district and local farmers. Together the district and farmers should develop an approach that is flexible and accommodating to each other's needs, business systems, and schedules.

All involved must understand the importance of their role. Staff leadership training is recommended.

Students should be engaged through experiential nutrition, food, and food systems based education.

Strong communication and understanding of the diverse groups of people involved is crucial.

This study also examines recommendations for the expansion of farm to school.

These recommendations include:

Designation of the Compton Farm to School Project as an official pilot demonstration site.

Continued campaign work for farm to school legislation, Senate Bill 1755. Secure support for the inclusion of its provisions in the Child Nutrition Reauthorization Legislation and the appropriation of funds for the proposed seed grant program.

Federal and State legislation that would create bonus incentives for meals that incorporate locally grown products from family farms.

The creation of farm registry with lists of family farmers in each US community.

A Farmer Outreach Campaign.

A Food Service Director Outreach.

More documentation and marketing of project successes to further legitimize the farm to school approach with food service directors, government legislators, and the health community.

Section I: A History of Farm to School

Farm to School Background

Farm to school is a concept that includes a wide range of projects that bring fresh, locally grown produce into schools. Farm to school creates a “win-win” opportunity in which: 1) students receive fresh fruits and vegetables; 2) local family farmers increase their markets, profit revenue, and connections to their surrounding community; and 3) school districts invest in the health and education of their students. An ultimate goal of farm to school is to foster the development of lifelong healthy eating habits and connections with food growing and preparation. Examples of farm to school programs include individual items, locally produced food in all school meals, and complete farmers’ market salad bars. For several school districts the term “farm to school” refers to a whole schools approach to a school food program, which incorporates parents, teachers, students, food service staff, and community members in the process of linking local food production with the school cafeteria, classroom, and garden through food, nutrition, and food systems based education. Food service directors across the nation have initiated a farm to school program in order to bring healthy, nutritious food into schools in a way that is economically viable and advantageous to all involved.

The first farm to school pilot projects began in 1996 and now just eight years later, 400 school districts in twenty-two states have a farm to school project (Joshi, May 6th, 2004). The Farm to School Movement has emerged full blown, as also witnessed by the impressive Farm to Cafeteria conference in October of 2002 that took place in advance of the Community Food Security Coalition annual meeting (Gottlieb 13). The Farm to School Movement has become a Farm to Cafeteria Movement, with new initiatives focused on prisons, hospitals, and other institutions (Gottlieb 13).

Launching a farm to school program is a large and complex undertaking. Many logistical and administrative barriers to implementing a farm to school project exist; however, these barriers can be overcome, as illustrated by the success of many programs throughout the nation. As many farm to school programs across the nation have reached a stage of expansion and institutionalization, the focus for farm to school activists has become not so much a matter of whether or not farm to school programs can succeed, but a question of how to su

While obesity has been declared an epidemic, hunger and food insecurity have been called America's "hidden crisis," and although seemingly contradictory, often co-exist in the same families and the same individuals. (www.frac.org/pdf/hungerandobesity.pdf). A lack of adequate resources for food could result in weight gain in several ways: 1) the need to maximize caloric intake; 2) the trade-off between food quantity and quality; 3) overeating when food is available; and 4) physiological changes may occur to help the body conserve energy when diets are periodically inadequate

(www.frac.org/pdf/hungerandobesity.pdf).

The need for improving the health of Americans is clear: medical costs, lost productivity and other expenses associated with nutritional problems add up to \$71 billion a year (<http://www.fns.usda.gov/tn/Healthy/why.html>).

Good nutrition is especially important for school children for a variety of reasons:

- 1) nutrition is related to physical well-being, growth, development, and readiness to learn;
- 2) widely disseminated research demonstrates the connection between academic performance and good nutrition;
- 3) even moderate under-nutrition can en m

a result, many schools now even lack the infrastructure to prepare meals in their kitchen.

Schools have become a microcosm of the fast food nation we have become. Fast food companies, which see unparalleled marketing opportunities within schools, have established a beachhead in schools throughout the nation. In California, according to a mail-survey of California school district food service directors, 90 percent of high schools sell fast food and 72 percent permit advertising of brand-name fast food and beverages on campus (Gottlieb and Joshi 1).

The main school lunch program now has to compete with highly profitable but unhealthy “a la carte” or competitive foods. In order to generate revenue for school districts, schools, and school programs such as band or sports, schools are increasingly selling “a la carte” items, such as french fries, ice cream, pizza, and other snacks that are exempt from federal nutritional guidelines for school meals. Many food service directors are concerned with this trend, as they fear that competitive foods will undermine the profitability of the School Lunch Program, which depends on an adequate sales volume to meet costs (Azuma and Fisher 7).

Although the reasons for these drastic declines are very complex and most are beyond the scope of this paper, one common theme is that the consolidation of farms and technological advancements in farm equipment dampen employment growth (US Department of Labor, Occupational Outlook Quarterly).

African-American farmers have been the hardest hit by farm failure, and are twice as likely to go out of business than White farmers (Azuma and Fisher 3).

As a handful of companies gain control over the nation's major commodities markets, farmers have been forced to sell their crops at the price set by the virtual monopolies.

As the food market has become more globalized and centralized, our connections to farmers and the environment in which our food comes have decreased, leading to a general lack of awareness among average American consumers about where our food comes from.

What Can Farm to School Do?

Farm to school presents an important opportunity for local farmers to expand into a previously untapped market and consequently to increase local farmers' incomes. Moreover, farmers see farm to school programs as an investment in the future. Children influence household choices in the grocery store and when children learn to like fresh foods at school through a farm to school program, the results are increased purchasing and consumption community.

(www.caff.org/programs/farm2school.shtml). Additionally, farm to school programs help children develop a taste for healthy fruits and vegetables that can last through their lifetime as consumers.

Farm to School Expansion

In the 1990's some food service directors already served farm fresh produce; however these programs were isolated and not part of a larger movement. Now just eight years after the first farm to school pilot projects, 400 school districts in twenty-two states have a farm

Joshi, May 4 Tm()TjETSoolEMC/P 3MCID 2 BDCBT/TT2 1 Tf41 Tf0 Tc712

California a group of farmers and other people interested in supporting farm to school initiated a DoD Fresh Program, but this project is still in an initial stage of development.

Other pioneering projects were created in California during the late 1990's. The Occidental College Community Food Security Project (CFSP), in conjunction with the Santa Monica-Malibu Unified School District in Southern California, launched an early initiative. This innovative program combined a farmers' market salad bar program with food, nutrition, and food system education. The Santa Monica-Malibu program has

workshops helped generate interest and knowledge about the feasibility of farm to school and have helped expand the farm to school movement.

Farm to school won a major victory with the 2002 Farm Bill, which states that the USDA should encourage schools to incorporate local purchasing if practicable (Gottlieb 6). In 2002, USDA sent out a memo to food service directors around the country informing them of this option (Gottlieb 6). In another effort to encourage and guide food service directors, the USDA is preparing a three volume how-to-manual that will serve as a technical step-by-step guide for integrating the use of fresh produce into school food programs. These manuals provide very specific technical information about 1) tricks of the trade, including how to create the salad bars and theme bars, and how to develop menu plans; 2) how to attract student customers through promotion and focusing on salad bar presentation; and 3) how to prepare quality meals using fresh cut produce, including how to buy and prepare fresh produce.

Fred Upton (R-MI) and Ron Kind (D-

Examples of Established California Farm to School Programs

Background on Farm to School Programs

A wide range of successful farm to school program models has been implemented throughout the country. Eastern farm to school projects, like those in Northern Florida and North Carolina often focus on replacing non-local/regional/state produce with fresher (Azuma and Fisher 13). Many California programs focus on comb

suggesting that any farm to school model is better than the other. Each school district must determ

was based at the University of California Los Angeles) approached the Southern California-based SMMUSD Food Service staff to discuss the possibility of piloting a Farmers' Market Salad Bar at McKinley Elementary School. This discussion occurred at a pivotal time in the life of the district's already existing salad bar program. While these traditional salad bars, which offered processed, conventionally grown, and sometimes canned foods, were successfully introduced in the early 1990's, participation quickly declined, and the program appeared in danger of being dropped because of food waste and lack of participation (Azuma and Fisher 13). In the mid-1990's, as students in the SMMUSD were complaining of wilted lettuce, dried out carrot sticks, and limited choices, the activists of the CFSP were exploring innovative direct marketing methods that could increase opportunities for small farmers as well as extend the healthy kids/healthy foods concept to more communities and institutions (Azuma and Fisher 14). With input from SMMUSD food services, the farmers' market managers and farmers (it was decided to use two of the city's four farmers' markets, the Wednesday and Saturday markets), the City, the principal at McKinley, parents, and teachers, the Farmers' Market Salad Bar program took shape (Azuma and Fisher 14).

The pilot program at McKinley, which the Occidental CFS Project managed in the first year, generated impressive results as seen through the high participation in the salad bar program. After a one-week run in the summer child-care program, the program was formally launched about two weeks into the school year, on September 16th, 1997 (Mascarenhas and Gottlieb 5). Students were given the option of either selecting the Farmer's Market Salad Bar meal, (which included offerings from all five food groups) or the hot meal. Despite the hot meal offering of the day, pizza, participation in the

Farmers' Market Salad Bar Program. The next year, a budgetary crisis in the district created additional financial stresses (Mascarenhas and Gottlieb 10). Despite this, food services provided a \$138,000 surplus in 199-2000, due in part to the increased sales and reduced costs associated with the Farmers' Market Salad Bar Program, indicating the cost-effectiveness of a fresh food approach (Mascarenhas and Gottlieb 10). In fact, the Farmers' Market Salad Bar Program continues to be financially self-sufficient (in part because children pay \$2.25 per meal, more than in most districts) (Donna Richwine, March 8th, 2004).

Due to the financial viability of the program, a strong nutrition education component, the shift in mission in food services at SMMUSD, the high student participation in the program, and the strong support from many

Tracie Payton Thomas was another key player in SMMUSD farm to school

Thomas who departed in November of 2003 to work for the Compton Unified School District.

Donna Richwine, who was hired in 2001 as the SMMUSD nutrition consultant, now works as the district's Nutrition Specialist and oversees the salad bar program,

The SMMUSD Farm

to school movement that is capable of facilitating a veritable revolution in the school lunch program.

2. The Ventura Unified School District Program

The Healthy Schools Program is an example of a farm to school program in a semi-urban setting surrounded by an agricultural area. When Sandy Van Houten was hired as the Director of Nutrition Service for the Ventura Unified School District in May of 2001, there was only one school in the district that had a salad bar. The pilot salad bar at Juanamaria Elementary School was the result of the hard work and coordination between a parent, Pat Malloy, and Jim Churchill, a local farmer. These two initially set the foundation for dramatic changes not only in the practices, but also the philosophy of the Ventura Unified School District. Now three years later there is a complete farm-to-school program in Ventura, called the Healthy Schools Project, which includes a farm fresh salad bar and a school garden in every school. The salad bar program had been implemented in fourteen elementary schools as of February 2004, with plans to shortly implement programs for the remaining three school until all seventeen VUSD elementary schools would have an established farm to school program. The Healthy Schools Project is testimony to the hard work and dedication of Nutrition Service Department administrators and staff, teachers, parents, community members, and the staff of the Community Alliance for Family Farmers (CAFF) who helped launch and facilitate the development of the program

The initial stage of the Healthy Schools Project included both addressing logistical barriers to the program as well as promoting the idea and philosophy behind farm to school. When Sandy Van Houten first joined the Nutrition Services at Ventura

the Department was reluctant to make changes in the way it operated, especially in regards to new procurement procedures. This is a typical barrier to establishing a farm to school program. School districts that have been doing business for a long period of time are naturally reluctant to completely change their way of doing business. However, the program advanced, due to continuing support among employees of the district, parents, community advocates, the district's superintendent, and with major technical support from the Community Alliance with Family Farmers (CAFF).

While increasing support for farm to school, the district and CAFF began to address logistical barriers to the program. Kitchen equipment had to be purchased in order to process the food. Prior to the farm to school program, the Nutrition Services Department purchased pre-prepared produce. Therefore, having cafeteria staff cut and prepare the produce was a major change. However, with very enthusiastic staff committed to the idea of farm to school, the issues of staffing did not pose a significant barrier. The process established by Van Houten included the following steps:

Organizers of the Healthy Schools Project begin to work with the school at least six weeks prior to the launching of the salad bar at that specific school.

A full two-day training period of the staff is an important part of the project.

The Salad Bar Coordinator comes to the school every day during the first few weeks that the salad bar is in operation.

Crucial to the program has been motivation of the staff specifically hired to develop the program. This includes Marilyn Goodfry, the Healthy Schools Project Coordinator who joined the program in March of 2002 and Tammy Nulso, the Salad Bar Coordinator who joined the program in May of 2002. There are currently four part-time

nutrition educators and two very recently hired garden coordinators. To pay for the addition of staff and for other expenses relevant to the program, Van Houten and Goodfry wrote and received five grants, such from the Nutrition Network and received funds from tobacco settlement. The acquisition of grant monies has proven to be crucial to the success of the program and the program's expansion. The increase in staff is only one indicator that the Healthy Schools Program is expanding and changing.

The Community Alliance for Family Farmers (CAFF), which is a non-profit organization that seeks to foster family-scale agriculture, plays a very large role in developing and running the elaborate distribution system of the Healthy Schools Project.

Judy Bloom

elementary schools, but in some schools, such as Poinsettia Elementary School, there are many more parents involved. Teacher-in-service training is another component of the nutrition education component of the program. Some schools make this training mandatory for staff while other schools make it part of their regular staff meeting. During these training sessions, which range in length from half an hour to an hour and a half long, Marilyn Goodfry introduces the educational programs available for teachers to utilize, such as the taste tests. In an important part of the program's nutrition education component, Goodfry will come once a week to classes, at a teacher's request, to integrate fresh fruit and vegetable taste tests with the regular curriculum. Another aspect of the nutrition education component of the program involves encouraging healthy food sales in the schools. For example, there are smoothie sales at the high schools and healthy food and school fairs.

School gardens are also an important part of the Healthy Schools Program at many of the fourteen elementary schools. School gardens exist at nearly all of the elementary schools; however, to some extent the utilization of the garden as part of nutrition and food system-related education is hit and miss. The leaders of the Healthy Schools Program have more expansive plans for the future and envision the current progress as only the beginning to an even more holistic program. Plans to start a composting program that the recently hired garden coordinators can manage is part of this process. The vision is that the garden coordinators will help increase the linkages between the farm, the cafeteria, and the classroom in a way that teaches students to be stewards of the earth (Goodfry March 5th, 2004).

A couple of issues still need to be addressed in order to continue to maintain and strengthen the program. These include improving the financial viability of the program. At this point the program runs slightly in the red when labor costs are taken into account. Van Houten believes that the project will soon be cost neutral or generate a profit. Another issue that Van Houten wants to address is the communication with farmers in order to better define the meaning of “local.”

Despite some unresolved issues and concerns, this program is an important success as measured by the high level of continuing participation by students and the strong support and commitment to the philosophy of farm to school among all involved. The Healthy Schools Program is testimony to what can happen when the food service director, food service staff, parents, students, school administrators, students, and community members are all committed to the philosophy of farm to school. In Ventura, it was not only a community group that pushed the project or the food service director that was responsible for the entire project; rather it became a well-coordinated collaboration of many types of people working together for a successful farm to school project.

Section II:
Issues and Barriers of Setting
Up a Farm to School
Program

states that food service directors need to give kids what they want in order to increase revenues. What students want, states , are “foods such as chicken nuggets, thin-crust pizza, hot dogs, and hamburgers” (Murray 50). The nutritional value of these foods is not mentioned in the April 1999 edition.

The culture of school food service directors, however, might be changing as illustrated through a comparison of articles from 1999 to 2004. Between 1999 and 2004, much has stayed the same regarding the emphasis on profit and revenue generation, but a change seems to be emerging regarding a growing emphasis on nutrition. In the April 1999 edition, the issue of nutrition was only mentioned in regards to USDA standards and how to most easily comply. In the most recent

issue from March of 2004, there are five articles that explicitly discuss nutrition.

In fact, a large article on the Whitewater Unified School District, Wisconsin farm to school project was published in the March 2004 edition of . This article, entitled “Students in Wisconsin schools get the right stuff with no fluff”, praises Don Engling, Whitewater Food Service Director who is managing an innovative farm to school project, which includes a buffet style all-you-can-eat fruit and veggie bar as part of a larger selection of healthy menu items. The article states that ever since Engling was hired by the Whitewater Unified School District six years ago, a number of changes to food services have occurred, such as the virtual elimination of the a la carte line and the addition of an all-you-can-eat fruit and veggie bar. Now instead of unhealthy snack foods from the a la carte stand and limited types of fruits and vegetables that most schools offer, 85 to 95 percent of the students in Whitewater are taking advantage of the all-you-can-eat fresh fruits and veggies (Mastrelli 40). The article highlights the success

of the program, such as the 85-90 percent participation, cost containment, and revenue generation.

It is important to note that this article does not discuss Engling as part of a farm to school movement and nowhere in the article does the author, Mastrelli, provide explicit encouragement for other food service directors to start a new farm to school project. Despite the fact that [redacted] does not present farm to school as an emerging trend or an expanding movement, this article is different than any article printed in 1999 by the fact that this it counterbalances the traditional wisdom that healthy does not sell. In fact, the article explicitly states that a food service director did not have to sacrifice nutritional integrity to make money. Although profit is still a sign of success in the culture of food service directors, now success is also being awarded to food service directors who provide financially viable meals with a primary focus on nutrition.

School districts across the country are facing budget crises and are in desperate need for more funds. Until school districts across the country receive a substantial increase in funding and until food service departments are no longer expected to be financially self sufficient, the concern over profit generation within school food service will exist. What food service programs can change, however, is how that profit is generated. Is it generated by selling fast food or by selling fresh, healthy salads and fruits? In order to make farm to school appear more viable to food service directors, it is important that food service directors and administrators know that nutritional integrity does not have to be sacrificed for profit generation. To demonstrate this fact, more documentation of financially viable farm to school programs needs to occur.

Commitment and Knowledge

The biggest obstacle in initiating a farm to school program is the difficulty in making the commitment. Commitment is the biggest obstacle for three reasons: 1) a farm to school project requires changes in the way food services and the district in general does business; 2) food services and the district may be reluctant to change entrenched policies, procedures and structures; and 3) without knowledge that the barriers to farm to school can overcome, barriers may appear more difficult to overcome than they really are.

The case study of the Compton Farm to School Project provides a detailed description of the steps that the Compton Unified School District has taken to overcome significant barriers in order to implement a very ambitious farm to school project. This case study will demonstrate that the food service director's commitm

Financial Issues

A main barrier to initiating and maintaining a farm to school project is that price, predictability, and convenience greatly influence the purchasing decisions of school food personal (www.farmtoschool.org). Purchasing from local farmers may be less convenient and cost efficient for a school district than purchasing from a centralized distributor that supplies pre-

often receive pressure to generate a profit in order to contribute to the general fund or to programs, such as the band or sports.

The need for a farm to school program to obtain additional funding, such as through grants, is almost always present, at least at an initial stage. A plethora of funding options exist, but it can be a strain on food service directors to find the time to fundraise. This is one reason why parent and community support is so important to any farm to school project. Strong parent and community support can help with fundraising efforts by writing grants and by demonstrating to the district school board that the farm to school project is a community priority that needs support from the district.

It is important to determine from the outset, in conjunction with school district administration, which costs will be borne by the district and which must be covered through fundraising (Brillinger; Ohmart; & Feenstra 17). The following possible project specific costs for a salad bar identified by the “The Crunch Lunch Manual”:

Additional food service personnel salaries, benefits, and payroll expenses

Equipment (e.g., salad bars trays and serving utensils)

Promotion and marketing

Educational materials and activities (Brillinger; Ohmart; & Feenstra 17).

With good management of a farm to school project, community, school, and district wide support, and fundraising efforts, a farm to school program can be financially viable, although this may not occur immediately. There is a period when the problem areas that exist in any farm to school project need to be addressed. Every school district and local agricultural system is different and a farm to school project must be adjusted accordingly. This process of finding the most efficient and sustainable type of farm to

school project can take a number of years. Therefore, food service directors who want a farm to school project may be hesitant to initiate one until the financial issues within their school district are less of a constraint.

This is the case for Rodney Taylor who is now the Nutrition Services Director for Riverside Unified School District. Taylor was the food service director at Santa Monica Malibu Unified School District during the first several years of the farm to school project there. Although Taylor was originally skeptical of the Farmers' Market Salad Bar Program, after seeing the success of the Occidental College Community Food Security pilot program at one of his schools, Taylor soon became a farm to school advocate who significantly helped to expand the farm to school movement. In part to demonstrate that a financially viable and sustainable farm to school project can exist in districts without the unique circumstances that Santa Monica has, Taylor accepted a position in Riverside (Taylor March 20th, 2004). Taylor has sought to cautiously lay the groundwork for a farm to school project in this very large and socioeconomic diverse school district. The Food Service Department in Riverside, like other districts, has to be revenue neutral. In addition, Taylor had to deal with the accumulated debt that occurred under his predecessors. However, with the amount of enthusiasm, motivation and contacts that he

Labor Issues

As discussed in the previous sections, labor costs can possibly increase with the implementation of a farm to school program because farm fresh produce may require more preparation than conventional pre-packed and prepared food bought from a vendor. Additionally, kitchen staff may require training in the techniques of handling and storing fresh produce.

However, the Com

Infrastructure Issues

Linked to issues of labor are issues of infrastructure. To cut labor costs, districts are also increasingly centralizing kitchen facilities and outsourcing to large food vendors and as a result food preparation facilities have been removed at school sites across the country (Brillenger, Ohmart, & Feenstra 16). Unlike large produce vendors who clean, cut, prepackage, and refrigerate, local farmers often do not have the facilities to prep their produce. A barrier to initiating a farm to school program is addressing the need for more equipment to prepare and store farm fresh produce. More refrigeration space may be needed as well. However, infrastructure barriers can be overcome with the creative use of existing facilities in conjunction with fundraising efforts that provide seed grants for the purchase of a salad bar, processing, and holding equipment.

vendors who could wait months for payment and therefore, payment can often take longer than the two or three weeks that small and medium size farmers often expect (Mascarenhas and Gottlieb 17). When developing a farm to school program, it is important to set up payment system that reimburses farmers quickly.

Although barriers to working with farmers exist, with understanding, flexibility, communication, and innovative ideas, school districts and farmers can establish working relationships that benefit everyone involved. The understanding and communication that needs to occur is two fold: 1) food services need to establish good communication and direct contract with farmers while understanding the logistics of procuring from local farmers instead of a centralized vendor and 2) farmers need to be cognizant of the logistics of working with a school district. One way that farmers can better work within the school system is to create a centralized system of farmer vendors, such as a coop or a non-profit business. Such a centralized system provides a way for farmers to collectively communicate with the school district, receive orders, and deliver produce.

Section III: The Compton Case Study

Background Information

Compton Unified School District

The Compton Unified School District (CUSD) is located in the vibrant City of Compton, near the City of Los Angeles in the Los Angeles basin. It is bounded by Los Angeles County on the west and north and by Long Beach and Carson on the south.

Compton is the second oldest city in the county

(<http://www.pe.net/~>

Project Plan Background

The plan for the Compton Farm to School Project is to have a farm fresh salad bar in all twenty-four elementary schools by the end of the 2004-2005 school year. The first farm fresh salad bar was introduced February 25th, 2004. A new salad bar program is being implemented approximately every two weeks to one month. Tracie Thomas, the Compton Unified School District Assistant Food Service Director who has been working for the district since November of 2003, has led this ambitious roll out plan. However, the support of the district and in particular the support and ambition of Tommie Callegori, the CUSD Nutrition Service Director, enabled the project to exist and to expand rapidly.

How CUSD Quickly Implemented a Farm to School Program

Initial Project Requirements

In order to initiate and implement a farm to school project the following initial requirements must be met:

1. There must be some degree of support from the district, the food services department, and the food service director.
2. The food service director must have confidence, motivation, and problem solving abilities.
3. All involved in a farm to school project need to understand the importance of the project.

Support from the Nutrition Services Department

District and particularly food service departmental support is crucial for the efficient implementation and expansion of a farm to school project. The first prerequisite that the Compton Farm to School Project fulfilled was having support within the Compton Unified School District Nutrition Service Department. CUSD Nutrition Service Department's philosophy directly supports the farm to school approach. The fact that the food service program at CUSD is called the Nutrition Service Department (rather than Food Service Department) underlines that connection. The m

Taylor wanted to demonstrate that Santa Monica was not an exception, but rather that farm to school is viable in other districts (Taylor February 20

The Compton Farmers' Market Salad Bar Program (as part of the Compton Farm to School Project) was created to:

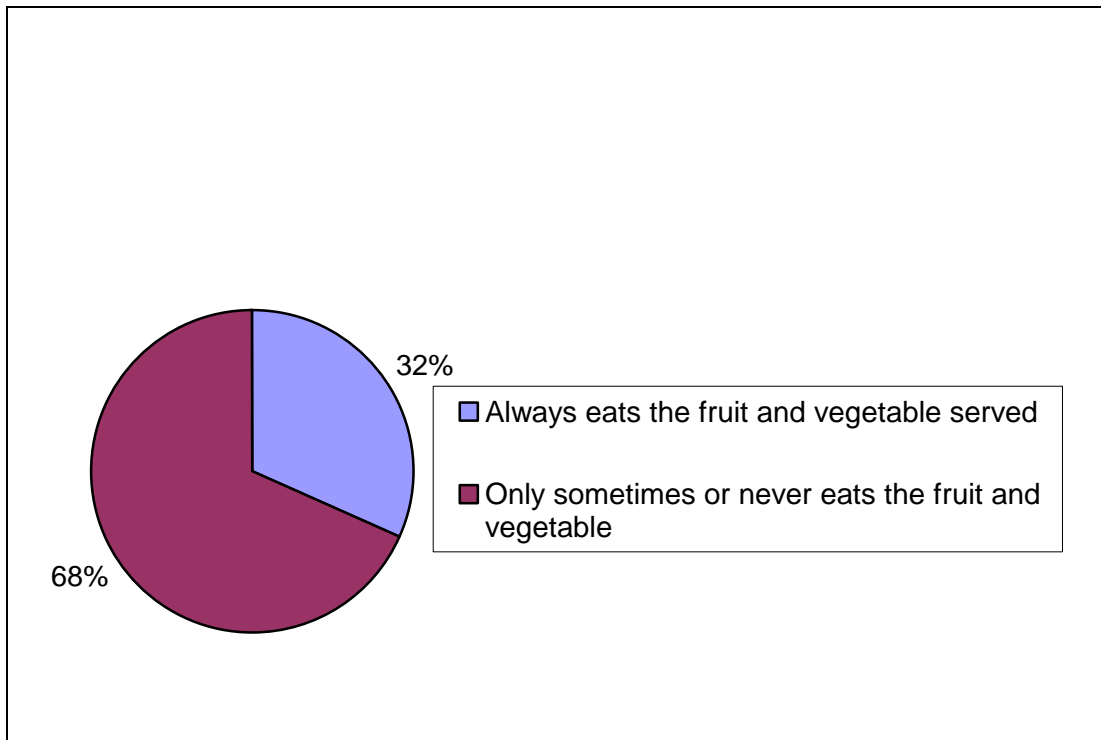
1. Increase children's taste for healthy food
2. Increase consumption, access, and exposure to fruit and vegetables
3. Increase nutrition awareness
4. Address overweight issues
5. Foster the development of life long healthy eating habits.

Compton Student Food Questionnaire

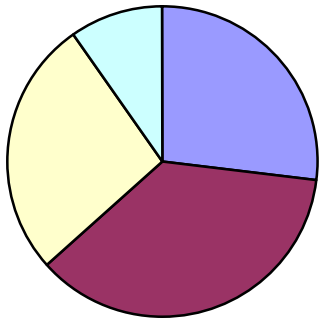
A questionnaire conducted by the author of this report illustrates why a farm to school program is important in CUSD (See Appendix 2). The food questionnaire was developed in order to research Compton student's eating habits at school and at home prior to the implementation of their schools farmers' market salad bar. Another purpose of the questionnaire was to learn what fruits and vegetables students wanted on their salad bar. This two-page food questionnaire, written in both English and Spanish, is included in the Appendix (See Appendix 2).

Copies of the questionnaires were given to the principal at Willard Elementary School. The principal then gave the questionnaires to one 4th grade teacher and one 5th grade teacher. These teachers instructed their students to fill out the questionnaires as part of an introduction to the salad bar, which was implemented within a week of the questionnaire completion. Of the 69 students in these two classes, 60 fully completed a questionnaire. The results from this questionnaire illustrates that prior to the salad bar students at Willard Elementary did not consum

Furthermore, the food questionnaires reveal that prior to the salad bar, student often did not eat the fruits and vegetables served in the traditional hot meals. In fact, according to the student question, prior to the salad bar implementation, 68 percent of students said that they never or only sometimes ate the fruit and vegetable offered.



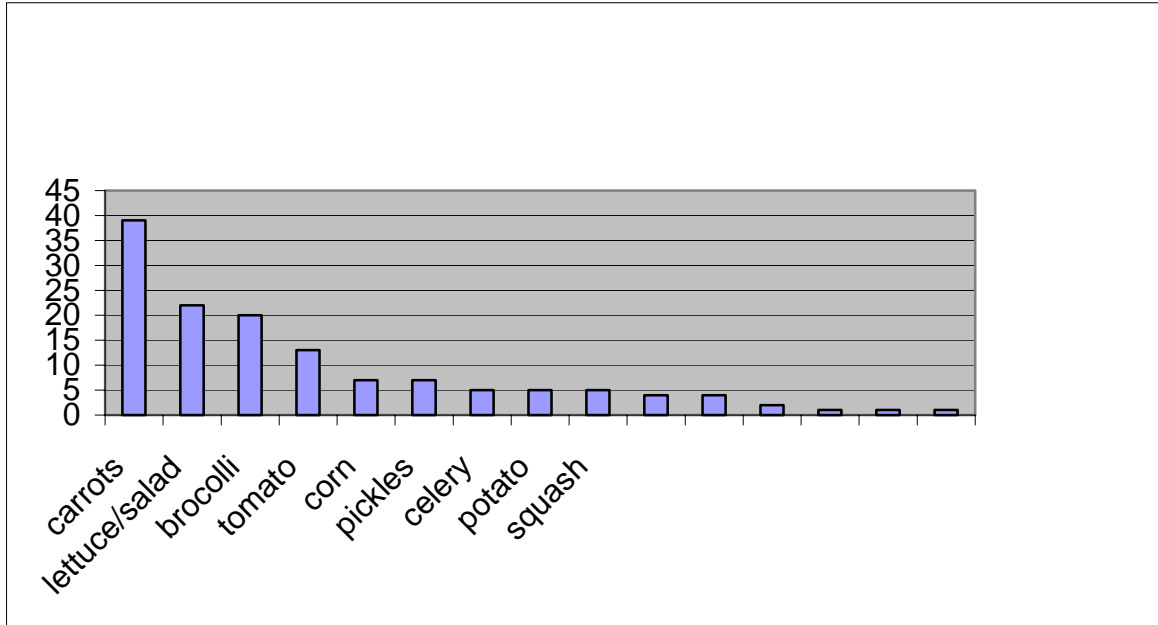
There are many reasons why students did not always eat their fruits and vegetables prior to the salad bar. These reasons include not liking the taste of the food, having difficulty eating the fruit or vegetable because it was not sliced or prepared in an appealing way, and not having enough time to eat the fruit and vegetable. The graph on the following pages illustrates the various barriers to the consumption of fruits and vegetables. The CUSD farm fresh salad bar program seeks to address the issues demonstrated by the following graph:



bar. Adding variety not only maintains interest among the students, but communicates that eating a variety of fruits and vegetables is important for good health

(

Most of the vegetables listed as favorite vegetables in the food questionnaire are served on the salad bar. Favorite vegetables include:



Phase One

In order to initiate and implement a farm to school project the following are recommended first s

salad bar program, Nutrition Network funding, and careful management and purchasing decisions.

A salad bar project is more financially viable if there is high student and teacher participation because much of the salad bar costs are fixed labor costs and therefore the costs per salad bar meal decrease as the participation increases. In CUSD 93.8 percent of students qualify for free or reduced lunches. As a result, more students participate in the school lunch program than, for example in the Santa Monica-Malibu Unified School District, where only 23.5 percent of students qualify and many students bring their own lunches. Moreover, with high qualification rates for free and reduced meals, CUSD receives a high reimbursement rate from the government. The reimbursement rate is \$2.19 for each meal (Thomas, March 30th, 2004). Government reimbursement funding can help create a balanced food services budget with careful management and purchasing decisions. To save on costs, the CUSD Nutrition Service Department makes careful selections from the US Commodity Program for grain and protein options, which complement farmers' market produce purchases for the salad bar.

Another circumstance that is advantageous to the Compton Farm to School Project is that Compton qualifies to receive California Nutrition Network funding. School districts are entitled to funding from the California Nutrition Network, part of federal administered California Department of Health Services, if 50 percent or more of the students in the district qualify for free and reduced lunch and the district is able to match funds. The mission of the California Nutrition Network is to create innovative partnerships so that low-income Californians are able to adapt healthy eating habits and physical activity patterns as part of a healthy lifestyle (<http://www.ca5aday.com/network>).

The Compton Farm to School Project is a project that meets these objectives. Nutrition Network funding is used to fund the nutrition education component of the Compton Farm to School Project.

Cafeteria Infrastructure and Salad Bar Equipment

Thomas has been able to overcome infrastructure barriers by becoming resourceful and by maximizing certain opportunities. One such circumstance in CUSD that has worked to the advantage of a farm to school project has been that every CUSD school has a working kitchen. Therefore, Thomas found no need to purchase new equipment to process the farm fresh produce and instead she only had to purchase salad bar equipment.

One of the first projects that Thomas tackled was ordering salad bar equipment from the same distributor that supplied equipment for the Santa Monica-Malibu Farmers' Market Salad Bar Program. Thomas placed an order to the districts' fiscal services on December 20th, 2004. However, a disconnect between the Nutrition Services Department and fiscal services, the district department that oversees purchases, delayed the order. It was not until the second salad bar was implemented in March that the salad bar equipment arrived. The fact that the salad bar equipment had not arrived on the February 25th, 2004, the day of implementation at Willard Elementary School, the first school to receive a the farmers' market salad bar program, did not delay the opening. Instead, Thomas contacted SMMUSD and arranged to borrow salad bar equipment, enabling the salad bar program to be implemented at Willard Elementary School as planned. By the time the salad bar equipment arrived on March 11th, more than three months after Thomas had put in her order for the equipment, the salad bar at Willard Elementary was

already running smoothly. The hold-up on the salad bar equipment has been one of the biggest issues that the Compton Farm to School has had to face. However, these issues were efficiently addressed and overcome.

School Garden Task Force

As part of a farm to school program school gardens can be an important experiential learning laboratories used for nutrition, food, and food systems related education. The CUSD Student Nutrition Services Department has determined that over a period of two years each school will have a garden planted on its grounds. In addition, at least one off-campus site has been acquired for a centralized community garden that will provide produce to supplement farmers' market produce in the salad bar program.

Thomas's first step towards reaching these goals was to create a garden task force. Although Thomas had limited initial support from parents, community members, teachers, or staff in Compton already working on school garden projects, Thomas quickly worked to involve certain community members. W

large, centralized community garden. The goal is that once developed, this garden could supplement local farm produce for the schools' salad bars as well as provide an area for students and community members to learn about food and food systems related education.

The garden task force consists of six people, including community members, master gardeners, Rex Threat, the district's staff member who has worked on a couple of Compton school gardens in previous years, and the organization the African American Food Association. The members of the garden task force first met on January 20th, 2004 for a tour of the community garden site and to explore other possible school garden sites. When given a tour of the community garden site by Mrs. Gibson, opinions arose regarding a plan for the garden. Immediately Peter Beurdoin, master gardener instructor, listed practical ideas for a garden that would produce a large quantity of produce efficiently and in a way that children could participate. Beurdoin's ideas differed in some ways from the members of the African American Food Association, who envisioned wanted employ a food forestry concept, meaning that that the garden would actually be a mini-farm that would serve as a laboratory for instructing young people in natural food production (Nuri 3). Beurdoin and the African American Food Association were asked to develop two separate plans for the garden on Mrs. Gibson's land. As of April of 2004 the Compton Unified School District was in the process of reviewing the submitted garden plans.

School cafeteria worker stated that she thought the salad bar would be very popular because, “the kids have been so excited about the salad bar and asking about it every day since the taste test,” on March 25th, 2004 (Richardson, March 31st, 2004). Although the opening of salad bar at Caldwell Elementary was a little chaotic and some logistical information about time management and the placement of salad bar equipment needs to be addressed, excitement among the workers did exist.

Phase Two: Before and During Project Implementation

In order to implement a farm to school project the following are recommended secondary steps during phase two of the project:

1. Conduct an outreach and marketing campaign. This might include taste tests in schools, flyers to parents, etc. Contact the media as a means of awareness

addressed through learning to understand and work within the other's complex business systems.

4. Continue work from phase one regarding hiring and training staff. It is very important to train employees and help them develop leadership in the project. All staff involved should feel invested in the project and understand the importance of their role.

Outreach and Marketing

Outreach and marketing are important aspects of a successful farm to school project. To generate interest and enthusiasm about the salad bar program, Thomas arranges a taste test session a week or so before the first day of the salad bar at each particular school. During the taste test, students are introduced to a variety of fruits and vegetables and encouraged to explore how fresh produce really tastes when it is straight from the farm (Gottlieb and Joshi, M3). They are allowed to sample whatever they want, which helps to create excitement and interest in the novel and exciting foods coming to the cafeteria. The test tastes have been very successful, creating a high level of interest among students and teachers. Caldwell Elementary School had a taste test about a week prior to the implementation of its salad bar program on March 31st, 2004. Rochelle Richardson, a cafeteria worker at Caldwell Elementary School, stated that the children were so excited about the salad bar after the taste test that they were disappointed that the salad bar did not start immediately (Richardson, March 31st, 2004).

Thomas gives presentations at teacher meetings, encouraging teachers to take part in the salad bar program. Several teachers are interested in the salad bar program, which is important for the financial viability of the project because teachers in every Compton

school pay \$3.50 for lunch, including the salad bar (Marlo, March 31st, 2004). Moreover, teacher participation in the salad bar may encourage students to eat from the salad bar.

As another form of marketing, the week before the salad bar implementation date, flyers announcing and promoting the farm fresh salad bar are given to all students to take home to their parents (see Appendix 3 for an example). The flyer tells parents to encourage their son or daughter to eat from the salad bar. The flyer also states that the salad bar is part of the Compton Farm to School Project that includes nutrition and food system- based education in the classroom, the cafeteria, and the garden. Parents are encouraged to get involved with the project by contacting Thomas at her work number. Thomas also introduces the project at presentations she gives at Parent Teacher Association (PTA) meetings. Furthermore, plans exist to send newsletters to parents. Newsletters specifically on nutrition, as part of the nutrition educational program called Harvest of the Month are already given to teachers and parents.

Other plans exist to bring chefs into classrooms. During these visits the professional chef would teach a class about their trade while encouraging students to make healthy eating choices. These types of activities are exciting to elementary students who like to see new, friendly faces in their classrooms speaking about a topic that interests children- food! Moreover, these types of activities reinforce the objective of farm to school, which aims to help students make healthier food choices while learning to value the people that produce and prepare the food that they eat.

Media

The use of media to promote a farm to school project is important in order to gather support and enthusiasm about a98o

education while exposing students to various fruits and vegetables. Through this program, each month participating teachers receives fresh produce delivered once a month to the classroom and a newsletter, which contains user-friendly ideas for nutrition and food education (Williams March 3rd, 2004). The goal of the program is to increase students' consumption, enjoyment, and access to fruits and vegetables in a district where, according to a CUSD fourth grade teacher, "most fourth graders do not know how to identify many vegetables" (Casto, March 2nd, 2004). Williams also develops a parent and teacher newsletter so that a dialogue regarding the health benefits of eating 5-9 servings of fruits and vegetables a day is brought from the classroom to the home by the student.

Student Nutrition Advisory Councils (NAC) are forming in CUSD schools. The NAC's are designed to provide an opportunity for students to learn about nutrition and health, involve students in planning and implementing projects that support healthy habits and encourage participation in the school food service program, and serve as a communication bridge between students, administrators, school nutrition service personnel facility (Williams, Program Overview). As an example of the type of work done within NAC's, at Willard the NAC has created a booklet to give to teachers with suggestions and creative ideas of how to teach physical education.⁵ The Willard NAC also writes a newsletter, in which the students discuss what they would like to see in the school cafeteria. Plans exist to have all NAC's work with nutrition service staff to help promote fresh produce menu items. The NAC's in Compton can have a formidable role

⁵ In CUSD elementary schools, there are no physical education teachers and instead teachers try to squeeze time into their extremely busy curriculum plans for physical education. Nutrition education is also a challenge for teachers to include in their lessons, especially in CUSD where there are so many children that are below gr

However, barriers and issues exist to setting up a good working relationship between the district and local farmers. One issue involves the complicated process of creating a delivery system that meets the needs of both farmers and the district. CUSD wants a centralized delivery system in which all farmers involved in selling to CUSD coordinate transportation and delivery to the district's centralized food storage site. The district does not want to pay fo

and delivered every week in the next couple of years. The district is still exploring other future procurement options.

The district's ordering and invoice system works efficiently. During the first couple of weeks of the project Thomas was in charge of collecting orders from Yvonne Rosser, the Cafeteria Manager at Willard Elementary School. These two roles have been assigned to a staff member in Nutrition Services who takes orders from cafeteria managers and then provides a single order to Garden Patch.

School Gardens

Currently no functioning school gardens exist in the Compton elementary schools. The garden component of the Compton Farm to School Project is moving slower than the farmers' market salad bar program component; however, the first necessary steps are being taken so that the project can be developed in a well-planned manner by the end of the 2004 school year for Willard Elementary School, and in other schools within six months of their school's salad bar implementation. These necessary steps include: gaining support for the school principal and teachers, choosing a site placement, and training the main staff member who will help coordinate garden activities. Thomas is working with principals at the schools that already have a farm fresh salad bar program to establish school garden sites, contact teachers who would like to help develop and utilize a garden as an experiential learning laboratory, and address logistical issues involved with developing a garden.

The district is proceeding cautiously on the large community garden plan. Peter Beurdoin and the African American Food Association presented their plans for the garden to Ms. Callegori and Ms. Thomas. The district is currently discussing which, if any, of the two plans will be implemented. When a plan of action is decided upon, things should start moving more quickly, in part thanks to Thomas's successful fundraising efforts. Thomas has secured donations from six local companies that have promised to donate everything from a greenhouse to an outdoor kitchen, equipped with a juice, salad, and fruit bar. A total of \$45,550 in garden supplies and infrastructure has been donated to CUSD (Thomas March 30th, 2004). However, more funding will be needed for the community garden project because it is an extensive and labor-intensive project.

Progress Measured

Progress Measured

The Compton Farm to School Project has already made a large impact on the students of CUSD. About fifty percent of students choose the salad bar over the hot lunch every day. Furthermore, students are increasing their taste for new fruits and vegetables. In a survey conducted by Willard Elementary School, every student who ate from the salad bar at Willard during the week of March 15th (3 weeks after the salad bar opened) reported that they ate at least one new food.

Salad Bar Project Expansion

The farmers' market salad bar program is quickly expanding on schedule. A new program is implemented approximately every two weeks to one month. If the program continues to follow the ambitious roll-out plan, all twenty four CUSD elementary schools will have a salad bar by May 17th, 2006. The schedule of schools to receive a salad bar program was determined by school population and funding sources. Thirteen CUSD elementary schools receive Nutrition Network funding to do nutrition education. These are the first thirteen schools to receive a farmers' market salad bar. The smallest of these thirteen schools are the first to receive a salad bar. The logistics of operating a salad bar in a school of 324 students (the population of Willard Elementary) differs from the logistics of operating salad bar programs in a school of 1100 students (the population of Dickison Elementary). Thomas is already preparing for increased populations by ordering salad bar equipment for at least two salad bar lines in larger schools.

Section IV:
Compton Farm to School
Project Recommendations

Recommendations for the Compton Farm to School Project

More nutrition and garden-based education programs

Although important plans exist to expand educational programs as a fundamental component of the Compton Farm to School Project, the district may want to do even more to facilitate the integration of nutrition, food, and food systems based education into normal curriculum.

Currently the nutrition educational component of the Compton Farm to School Project consists primarily of the nutrition programs that Pam Williams organizes. Harvest of the Month, the main food and nutrition program in CUSD, is administered only once a month and is not typically incorporated into normal daily curriculum because teachers often do not receive the teachers guide in enough time to plan for the full incorporation of the material into their normal curriculum. In order to facilitate increased integration, during the summer or at the beginning of the school year CUSD should provide teachers' curriculum guides and manuals with specific lessons plans that help teachers

education program, currently the project lacks an experiential agriculture education component

A sample garden-based curriculum, which meets California state standards for the earth sciences, and which incorporates classroom lessons with garden activities, is included in the appendix (See Appendix 4). This curriculum, prepared by the author of this report and Mary Christianakis, Professor of Education at Occidental College, has been implemented into a Los Angeles school, Delevan Dr. Elementary School, with success measured by student academic progress and teacher feedback. Other garden-based curriculum guides exist; however, there is no main database listing various nutrition, food, and food systems-based educational projects and/or curriculum that can be easily referenced and used for a farm to school project.

It also is important to provide the opportunity for students to build connections with the farmers that grow their food. Williams has plans to bring professional chefs into classrooms, which will increase student respect and awareness of the people and systems that help to create their meals. However, a farmer visits program is also recommended.

Important plans exist for the organization of a teacher workshop on nutrition and physical activity education. Plans call for the surveying of teachers to determine strategies to incorporate nutrition and physical activity education in the classroom. Based on the information collected in the survey, the workshop will present strategies to help teachers weave nutrition and physical activity education into curriculum. Moreover, plans exist to pay teachers to attend the workshop. Teacher workshops can play a formidable role in facilitating the integration of nutrition and health education into curriculum.

Instead of contacting school principals and school staff a month before the salad bar opening day, CUSD Nutrition Services may want to contact principals and school staff as soon as possible and at least six weeks before implementation of the salad bar program at their school. CUSD may also want to initiate an extra training day(s) for kitchen staff, separate from the training that currently exists during the taste test day.

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whether it would be possible to pursue a working relationship with farmers that sell at this market.

The vast majority of farmers are not aware of the opportunity to sell to school districts. Therefore, until there is increased awareness among farmers regarding farm to school, which needs to occur, CUSD will have to contact farmers and farmers' market managers. It is important to view building relationships with farmers as a primary priority. A farm to school program cannot succeed without good communication and a strong working relationship between the district and the farmers.

Section V:
Recommendations to
Guide Future Efforts

Farm to School Program Recommendations

Food service directors will soon have access to detailed logistical information about how to, for example, prepare fresh fruits

centralized, one distributor delivery system to one in which the district must work with multiple farmers who have specific needs. The district must understand the system in which small to medium size farmers operate and farmers must understand the logistics of working with a school district.

5. Engage students by listening to their food preference and educating them about the importance of their food decisions. A nutrition and experiential agriculture educational component is recommended to include in any farm to school project. Use education as a farm to school marketing tool, as a way to connect the cafeteria, classroom, and garden, and as a method to link students to the community and local agricultural systems in a way that promotes life long healthy eating habits.
6. All people part of the project, including cafeteria workers, need to understand the importance of their role. Staff leadership training is recommended.

In order to initiate and implement a farm to school project the following are recommended first steps during phase one of the project:

1. Build support for the program with school district officials, the food service director, and other policymakers.
2. Cultivate parents and community members to act as advocates for the program.
3. Forge partnerships with local farm organizations, farmers' markets, and other individuals with similar goals of supporting local agriculture ().
4. Access the necessary fundraising needs. If needed, work with the district, parents, community members, and organizations to fundraise.

6. Access cafeteria infrastructure. If needed, order kitchen infrastructure, salad bar equipment, serving utensils, etc.
7. Work within the community and schools to develop a school garden task force.
8. Make initial school contacts at least one month before project implementation.
9. Existing labor capacity should be evaluated to determine if the district needs to hire more employees for the project. If needed, hire employees committed to the mission of the project.

The following are recommended steps during phase two of the project:

1. Conduct an outreach and marketing campaign. This might include taste tests in schools, flyers to parents, etc. Contact the media as a means of awareness building, promotion, and volunteer recruitment.
2. Set up Student Nutrition Advisory Councils to engage students in the project and get their feedback and advise.
3. Develop educational programs that connect the classroom, cafeteria, garden, and larger local agricultural system. Recommended lesson themes involve food, nutrition, and an experiential agriculture component. Educational programs should be integrated into normal curriculum and meet state educational standards for various subjects.
4. Establish strong communication and working relationships between the district and local farmers.
5. Continue work from phase one regarding hiring and training staff. Train employees and help them develop leadership in the project. Leadership training

for staff is recommended because all staff members who are involved should feel invested in the project and understand the importance of their role.

Recommendations for the Expansion of Farm to School

Farm to school is a national phenomenon that is rapidly expanding. However, farm to school programs are multifaceted and complex in nature and more work needs to be done at many different levels to address and overcome the following barriers:

1. Lack of knowledge and confidence about farm to school
2. Financial concerns: lack of financial resources to pay for new infrastructure and possible increased staff and food costs.
3. The culture of food service directors and the lack of knowledge among food service directors that barriers can be overcome.
4. Transportation, delivery, and other logistical issues.
5. The disconnect between the cafeteria and the classroom

The following recommendations address these five barriers:

The Compton Farm to School Project Should Be an Official Pilot Demonstration Site

Many food service directors unfamiliar with farm to school may doubt that a farm to school project is feasible for their district. However, food service directors are influenced when they visit a farm to school program site and see how smoothly and effectively a program can be run. Although the Compton site will informally be a demonstration site regardless, designating the site as an official pilot demonstration site is important to increase outreach and provide resources to the program so that staff will not

be burdened. The Nutrition Network could make this sort of designation and provide the funding.

important because more documentation of successful farm to school projects is needed in order to increase support and collaboration with other groups, such as the nutrition and health community.

If seed grants are made available to school districts, it is important that food service directors be made aware of the option to apply for these funds. An outreach campaign needs to occur, in which the USDA notifies all food service directors of funding opportunities and other support programs.

2. Bonus Reimbursement for Local Foods

Due to the tight budgets of school food service programs, financial issues create barriers to farm to school. To make farm to school a mu

The farm to school movement also should capitalize on the fact that the issue of the obesity epidemic has become a hot topic. More partnerships with nutrition and healthy community advocates are needed to raise awareness of farm to school. To do so, more documentation on farm to school projects and research- including pre and post surveys to document changes in fruit and vegetables consumption- is needed to gain credibility with nutrition professionals and in so order that health professionals be able to use this information to develop policy recommendations (Kalb 6). The farm to school movement would greatly benefit from the publicity that the health community could provide for farm to school.

Increased Accessibility of Farm to School Workshops

In order for there to be an exponential increase in the number of food service directors who initiate a farmdirecto(

Build Alliances Between Local Farmers and School Food Service Buyers: 3 Part Outreach Campaign

1. Farm Registry

School districts lack connections to local farmers. Food service directors often do not have a lot of time to invest in locating, contacting, and establishing good business relationships with many/TT3 1 Tct1

Preparing farm produce enables farmers to produce value-added goods. Pre-prepared fresh farm produce appeals to food service director to help them contain labor costs.

Awareness about the USDA Rural Business-Cooperative Service (RBS) needs to increase. The RBS offers an abundant variety of technical assistance to producer groups seeking to form an agricultural marketing cooperative. These resources include numerous publications and videos, along with free training opportunities for coop members and managers. Information about RBS can be found at <http://www.rurdev.usda.gov> but also needs to be given to farmers in mass at the recommended farmer workshops. The Business and Industry (B & I) Guaranteed Loan Program is another program that needs more publicity among farmers interested in pursuing direct marketing opportunities with school districts. This loan program, which guarantees up to 90 percent of a loan made by a commercial lender, is available to virtually any legally organized entity, including a cooperative or other profit or nonprofit entity (Tropp and Olowolayemo 23).

Even as not part of a cooperative, local farmers have many options to receive marketing and technical assistance, including the USDA-AMS, Federal-State Marketing Improvement Program (FSMIP). The FSMIP provides matching funds to State departments of agriculture or affiliated State agencies to develop innovative approaches in the marketing of agricultural products. The USDA typically funds 20 to 30 projects per year and gives high priority to funding agricultural marketing projects that have an explicit small farm, direct marketing, or sustainable agriculture component. More farm marketing can develop

every grade level to ensure that the curriculum manuals meet teachers' needs and will be used by teachers.

Section VI: Conclusion

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Appendix 1

Santa Monica-Malibu Unified School District Farmers' Market Salad Bar Programs 2003-2004

Edible Education

Age appropriate food preparation activity in classroom with nutrition lesson using 5 A Day Message promoting fruits and vegetables for better health.

All grades

Farmers' Market Salad Bar Gardens Co-op

Have a Master Gardener give your class 2 lessons in your garden on soil & tool safety, and planting.

Receive free seeds and seedlings to plant in your school garden.

Students receive a free salad bar lunch for each harvest donated to their school salad bar.

Farmers' Market Tours

Every Wednesday- Grades 2 and up.

Receive hands on knowledge of seasonal produce from the market and \$1.00 market coupon.

Garden Workshop

Teachers: peer taught lessons on how to tie gardening into curriculum

Gardening Angel/Parent volunteers: instruction on how to start and maintain gardens

Harvest of the Month Club

Sign up to receive nutrition facts about one fruit or vegetable each month. Show us how you incorporated it into your curriculum and receive a complimentary basket of the fruit or vegetables to share with your class.

Kindergarten Cafeteria Tour

Visit the cafeteria on a Wednesday morning when the fresh produce has arrived from the Farmers' Market to be used on the school salad bar.

Pyramid Power

Science based nutrition lesson centered on the Food Guide Pyramid. Designed to meet grade level standards for Health and Science.

Santa Monica High School Garden Visits

Students will be taught by Biology students about photosynthesis, cell structure, and worm composting

Appendix 2

Pre-Salad Bar Student Food Questionnaire

- 1) What is your favorite food?
- 2) Please circle one:
 - a. I always eat the school lunch
 - b. I almost always eat the school lunch
 - c. Sometimes I eat the school lunch
 - d. I never eat the school lunch
- 3) If you eat the school lunch, please list three things that you often eat:
 - 1.
 - 2.
 - 3.
- 4) List three things that you like to eat for lunch at school?
 - 1.
 - 2.
 - 3.
- 5) Do you eat the fruit and vegetable offered at lunch? Please circle one:
 - a. Yes, I always eat both the fruit and vegetable offered
 - b. I almost always eat both the fruit and vegetable offered
 - c. I sometimes eat both the fruit and vegetable offered
 - d. I never eat the fruit and vegetable offered
- 6) If you circled b. c. or d. to question #5, why do you not always eat the fruit and vegetable offered in your school lunch?
 - a. I do not like the way the food tastes
 - b. I do not have enough time to eat the fruit and vegetable
 - c. It is hard to eat because the fruit is not peeled
 - d. Other. Explain:_____

7) Please list three things that you often eat when you are not at school:

1.

2.

3.

8) How many servings of fruits and vegetables do you eat a day?

a. less than one serving of fruits or vegetables per day

b. 2-3 servings of fruits and or vegetables per day

c. more than 3 servings of fruits and or vegetables per day

9) What are your three favorite fruits?

1.

2.

3.

10) What are your three favorite vegetables?

1.

2.

3.

11) Other than your favorite fruits and vegetables listed above, are there things that you want in the salad bar that are not in the salad bar now?

1.

2.

3.

Thank you!

Do you know that Willard Elementary School is implementing a Farmer's Market Salad Bar?



A complete farm fresh salad bar program will provide the opportunity for your child to choose food from a wide selection of healthy and tasty fruit, vegetable, protein and grain options.

This fantastic salad bar will be opening at Willard Elementary School on Wednesday, February 25th.

Encourage your child to try the new and exciting salad bar.

Also, look for more information on the Farm-to-School Program in Compton, which includes not only salad bars, but also school gardens and nutrition, food, and food system based education.

If you have questions about the program or if you what to volunteer, contact Tracie Thomas at (310) 639-4321 ext. 55105

Appendix 4

First Grade Earth Science Garden-Based Earth Science Curriculum

Theme: Plant and Human Needs

Unit Essential Question: How are plants needs similar to our (human) needs?

10 Days-At-A-Glance-Objectives

California Standards Met:
Life Sciences 2.a.: Students know both plants and animals need water, animals need food, and plants need light.
Life Science 2.e.: Students know that roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.

Basic Materials: Garden plot (this can be anywhere, such as the side of your classroom. This does not have to be in an established school garden). Garden tools, including shovels and watering can or hose. Seeds and compost. Garden journal for each student. Poster board, markers, and crayons.
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Day	Day 1	Day 2	Day 3	Day 4	Day 5
Objective: Address the following question:	How can we see different types of soils, seeds and plants in our normal day?	Why is soil important to plants and how do different types of soils impact our plant in the garden?	How a seed become a plant?	Why is water important to seeds and plants and how do plants take in water?	How do plants get energy to grow?
Materials Needed	1) For lecture: a poster-board and markers. Also bring samples of seeds, soils, and plants that the students can see and touch in the classroom. 3) For the garden: shovels to take out weeds and turn the soil if needed.	1) For soil experiment: prepare small planting containers with different soil types. Bring bean seeds to plant in the containers and popsicle sticks to record plant growth. 2) For the garden activity: organic compost and maybe fertilizers.	1) For the garden activity: various packets of seeds. Choose seed types based on seasonality and germination time- the faster growing and fruiting plants are usually the best when working with children. Also need: plant markers and permanent markers (or pen) to label the markers.	1) For lecture: chalkboard or poster board. Use visual aids when giving the lesson. 2) For the garden activity: more seeds. Water cans or other container to water are also needed.	1) For lecture: chalkboard or poster board. Use visual aids when giving the lesson. 2) For the garden activity: more seeds and possibly plants.

Day	Day 6	Day 7	Day 8	Day 9	Day 10
Objective: Address the following questions:	How do the different parts of the plant help the plant to grow?	How do plants need us?	Why do we need plants?	What do we need that plants need?	Student Evaluation
Materials Needed	1) For lecture: chalkboard or poster board. Use visual aids when giving the lesson. 2) For garden activity: no materials needed. (Do weeding and maintenance).	1) For lecture: chalkboard or poster board. Use visual aids when giving the lesson. 2) For garden activity: no materials needed except garden tools. (Do pruning and weeding in the garden).	1) For lecture: chalkboard or poster board. Use visual aids when giving the lesson. 2) For garden activity: no material needed except garden tools. (Do pruning and weeding in the garden).		